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ABSTRACT

Surveys were completed by 48 special education teachers of preschool-high school students to address the extent and nature of microcomputer use in special education. Questions were designed to examine the perceived value of microcomputers with handicapped students, the extent of current access and actual use, teachers' experience in using microcomputers, barriers to increased use, and resources needed to assist teachers in their use. Findings revealed that 80% of the teachers felt the microcomputer was essential or of moderate value. Its importance was ascribed more to actual instruction than to management or assessment. However, there was a discrepancy between its reported value and the extent of its use as a teaching aid. Reasons for low usage included lack of hardware and software and the need for more inservice training for teachers. Thirty-eight teachers reported some experience of an instructional nature with microcomputers, ranging from being "self-taught" to having a sequence of courses. (CL)

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USE OF MICROCOMPUTERS IN SPECIAL EDUCATION

A SURVEY OF SPECIAL EDUCATION TEACHERS

IN THE SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

APRIL 2, 1984

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USE OF MICROCOMPUTERS IN SPECIAL EDUCATION: A SURVEY OF SPECIAL EDUCATION TEACHERS IN THE SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

WAYNE D. LANCE, ED.D.
COORDINATOR, SPECIAL EDUCATION

APRIL 2, 1984

MICROCOMPUTER TECHNOLOGY IS RECEIVING AN INCREASING AMOUNT OF ATTENTION AS A MEANS FOR IMPROVING EDUCATIONAL EXPERIENCES FOR EXCEPTIONAL CHILDREN. SEVERAL NATIONAL AND REGIONAL CONFERENCES FOCUSING ON RESEARCH AND DEVELOPMENT ON THIS TOPIC HAVE BEEN CONDUCTED WITHIN THE PAST TWO YEARS, SPECIAL PUBLICATIONS ARE AVAILABLE, AND AT LEAST TWO PERIODICALS SPECIFIC TO THE USE OF MICROCOMPUTERS WITH HANDICAPPED CHILDREN AND YOUTH ARE BEING PUBLISHED. THE FEDERAL GOVERNMENT HAS FUNDED A CONSIDERABLE NUMBER OF RESEARCH AND DEVELOPMENT GRANTS FOCUSING ON MICROCOMPUTER TECHNOLOGY WITH THE HANDICAPPED AND THE COMMERCIAL SECTOR IS INCREASING THEIR FINANCIAL INVESTMENT IN THIS FIELD.

COMMENTS BY TEACHERS AND SUPPORT STAFF WITHIN THE PUPIL SERVICES DIVISION OF THE SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT REFLECT THIS NATIONAL INTEREST. WHILE SOME SPECIAL EDUCATION TEACHERS ARE EXPERIMENTING WITH MICROCOMPUTERS AND A WORKING PAPER HAS BEEN WRITTEN , RELATIVELY FEW SYSTEMATIC APPLICATIONS WITH STUDENTS HAVING SPECIAL NEEDS ARE IN EVIDENCE IN THIS DISTRICT, A DISTRICT SERVING APPROXIMATELY 20,000 STUDENTS, ABOUT 1100 OF WHOM HAVE BEEN IDENTIFIED AS INDIVIDUALS WITH EXCEPTIONAL NEEDS.

DURING THE MONTH OF FEBRUARY, 1984 A SURVEY OF SPECIAL EDUCATION TEACHERS WAS CONDUCTED TO ADDRESS QUESTIONS IN SEVERAL AREAS, INCLUDING (1) THE PERCEIVED VALUE OF MICROCOMPUTERS WITH HANDICAPPED STUDENTS; (2) THE EXTENT OF CURRENT ACCESS AND ACTUAL USE; (3) TEACHERS' EXPERIENCE IN USING MICROCOMPUTERS; (4) BARRIERS TO INCREASED UTILIZATION; AND (5) RESOURCES REQUIRED TO ASSIST TEACHERS IN THE USE OF MICROCOMPUTERS. THIS INFORMATION WAS COLLECTED FOR SEVERAL PURPOSES AS FOLLOWS:

(1) TO ASSIST THIS DISTRICT IN PLANNING FOR STAFF DEVELOPMENT AND FOR SETTING PRIORITIES FOR USING SPECIAL FUNDS TO PURCHASE HARDWARE AND SOFTWARE;
(2) TO DETERMINE WHERE AND HOW THE FOCUS OF OUR AWARENESS ACTIVITIES SHOULD BE DIRECTED;
(3) TO DOCUMENT NEEDS FOR INCLUSION IN GRANT PROPOSALS FOR FUNDS FROM FEDERAL AND STATE AGENCIES TO ACCOMPLISH THE FOLLOWING:
    (A) TO PURCHASE HARDWARE AND/OR SOFTWARE
    (B) FOR PERSONNEL DEVELOPMENT
    (C) FOR APPLIED RESEARCH TO EXPLORE SEVERAL PARAMETERS IN UTILIZATION OF MICROCOMPUTERS IN ORDER TO IMPROVE INSTRUCTION FOR HANDICAPPED STUDENTS.

A COPY OF THE SURVEY INSTRUMENT IS INCLUDED AS APPENDIX A.

SURVEY FORMS WERE RETURNED BY 48 OF 51 TEACHERS, A RESPONSE OF 94% (SEE TABLE 1). SURVEY FORMS WERE ORIGINALLY SENT TO AN ADDITIONAL 11 TEACHERS OF THE SEVERELY HANDICAPPED, BUT DUE TO THE DIFFERENCES IN THE NATURE OF THE POPULATIONS BEING SERVED IN THESE PROGRAMS AND THE LIMITED NUMBER OF RESPONSES ON THE FORMS RETURNED, IT WAS DECIDED TO ELIMINATE THE FIVE SURVEY FORMS RETURNED BY TEACHERS OF THE SEVERELY HANDICAPPED.

TABLE 1

POPULATION INCLUDED IN THE SURVEY

PROGRAM	LEVEL	NO. OF TEACHERS	NO. OF RETURNS
COMMUNICATIVELY HANDICAPPED	PRESCHOOL	2	1
	PRIMARY	4	4
	UPPER ELEM.	4	4
	INTERMEDIATE	2	2
	HIGH SCHOOL	1	1
LEARNING HANDICAPPED	PRIMARY	5	5
	UPPER ELEM.	7	6
	INTERMEDIATE	2	2
	HIGH SCHOOL	2	2
RESOURCE SPECIALIST	ELEMENTARY	11	11
	INTERMEDIATE	5	4
	HIGH SCHOOL	6	6
TOTALS		51	48

TEACHERS' EXPERIENCE IN USING MICROCOMPUTERS

SEVERAL QUESTIONS WERE DESIGNED TO DETERMINE THE EXTENT TO WHICH SPECIAL EDUCATION TEACHERS HAVE PERSONALLY UTILIZED MICROCOMPUTERS. FOLLOWING ARE THE QUESTIONS AND RESPONSES IN THIS AREA.

*DO YOU OWN OR HAVE ACCESS TO A MICROCOMPUTER OUTSIDE OF SCHOOL?

YES	16 (33%)
NO	31 (65%
NO RESPONSE	1 (2%)

*HOW OFTEN DO YOU USE IT? (CHECK ONE)

HARDLY EVER	10 (21%)
TWICE A MONTH	2 (4%)
3 TO 7 TIMES A MONTH	3 (6%)
2 TO 4 TIMES A WEEK	3 (6%)
DAILY	1 (2%)
NO RESPONSE	29 (60%)

*HOW DO YOU USE IT ? (CHECK ALL THAT APPLY)

WRITING PROGRAMS	3 (6%)
RECORD KEEPING	3 (6%)
GAMES	6 (13%)
EDUCATIONAL PURPOSES	5 (10%)
OTHER	6 (13%)
NO RESPONSE	33 (69%)

*HOW MUCH TRAINING HAVE YOU HAD IN THE USE OF MICROCOMPUTERS? (CHECK ALL THAT APPLY)

SELF TAUGHT	9 (19%)
ASSISTANCE FROM A FRIEND/FAMILY MEMBER	11 (23%)
SHORT COURSE OR WORKSHOP	25 (52%)
ONE SEMESTER COURSE	5 (10%)
A SEQUENCE OF COURSES	3 (6%)
NO RESPONSE	10 (21%)

USE OF MICROCOMPUTERS IN THE CLASSROOM

SEVEN QUESTIONS ATTEMPTED TO ASCERTAIN IF MICROCOMPUTERS ARE ACTUALLY BEING USED IN THE CLASSROOM, THE EXTENT OF SUCH USE, AND THE PURPOSE OF THEIR USE.

*DO YOUR PUPILS HAVE ACCESS TO A MICROCOMPUTER AT YOUR SCHOOL? (CHECK ONE)

YES	30 (63%)
NO	17 (35%)
NO RESPONSE	1 (2%)

*IF YES, DO THEY ACTUALLY USE THE COMPUTER? (CHECK ONE)

YES	15 (31%)
NO	18 (38%)
NO RESPONSE	15 (31%)

*ON THE AVERAGE, HOW OFTEN DOES EACH STUDENT USE THE MICROCOMPUTER? (CHECK ONE)

HARDLY EVER	12	(25%)
TWICE A MONTH	4	(8%)
3 TO 7 TIMES A MONTH	4	(8%)
2 TO 4 TIMES A WEEK	3	(6%)
DAILY	1	(2%)
NO RESPONSE	24	(50%)

*WHAT IS THE AVERAGE NUMBER OF MINUTES PER WEEK THE MICROCOMPUTER IS USED BY EACH STUDENT? (CHECK ONE)

0	16	(33%)
1 TO 10	11	(23%)
11 TO 20	4	(8%)
21 TO 30	0	
OVER 30	0	
NO RESPONSE	17	(35%)

*RANK THE WAYS IN WHICH YOUR STUDENTS USE MICROCOMPUTERS. (1= HIGHEST; 6 = LOWEST)

	AVERAGE	RANK ORDER
DIRECT INSTRUCTION TO MEET IEP OBJECTIVES	4.5	6
AS A REWARD FOR GOOD WORK AND/OR BEHAVIOR	3.83	4
DRILL	2.86	3
LEARNING PROGRAMMING SKILLS	3.86	5
BECOMING FAMILIAR WITH COMPUTERS	1.42	1
LEARNING TO USE A KEYBAORD	2.75	2
NO RESPONSE	34	

*DO YOU PERSONALLY USE A MICROCOMPUTER TO MANAGE YOUR INSTRUCTIONAL PROGRAM? (CHECK ONE)

YES	1	(2%)
NO	47	(98%)

*HOW DO YOU USE IT? (CHECK ALL THAT APPLY)

TO WRITE IEPS	0	
MAINTAIN PUPIL RECORDS AND DATA	0	
ASSESSMENT AND DIAGNOSIS	1	(2%)
NO RESPONSE	47	(98%)

PERCEIVED VALUE OF MICROCOMPUTERS WITH SPECIAL STUDENTS

TWO QUESTIONS WERE INCLUDED IN THE SURVEY TO ASCERTAIN THE VALUE TEACHERS PLACED ON THE USE OF MICROCOMPUTERS IN SPECIAL EDUCATION.

*CHECK THE STATEMENT THAT BEST DESCRIBES YOUR OPINION AS TO THE VALUE OF USING MICROCOMPUTERS WITH SPECIAL EDUCATION STUDENTS (CHECK ONE)

NO VALUE	0	
LIMITED VALUE	4	(8%)
MODERATE VALUE	6	(13%)
CONSIDERABLE VALUE	29	(60%)
ESSENTIAL	6	(13%)
NO RESPONSE	3	(6%)

*RANK THE VALUE YOU SEE FOR POTENTIAL USES OF MICROCOMPUTERS IN SPECIAL EDUCATION. (1 = HIGHEST VALUE; 8 = LOWEST VALUE)

	AVERAGE	RANK ORDER
MANAGEMENT OF INSTRUCTION	5.0	8
IEP WRITING	3.73	3
INSTRUCTIONAL GAMES	3.36	1
DIRECT INSTRUCTION	3.70	2
VOCATIONAL TRAINING	4.64	6
AS A REWARD FOR PERFORMANCE/BEHAVIOR	4.16	4
TEACHING PROGRAMMING SKILLS	4.3	5
ASSESSMENT AND DIAGNOSIS	4.55	7
NO RESPONSE----------	3	

BARRIERS TO INCREASED UTILIZATION AND RESOURCES REQUIRED TO ACHIEVE GREATER UTILIZATION

THE FINAL FIVE QUESTIONS CONCERNED BARRIERS PERCEIVED TO INHIBIT GREATER UTILIZATION AND THE RESOURCES REQUIRED TO ENHANCE UTILIZATION.

*RANK THE REASONS YOU DO NOT USE MICROCOMPUTERS MORE THAN YOU DO. (1 = MOST IMPORTANT REASON; 5 = LEAST IMPORTANT REASON)

	AVERAGE	RANK ORDER
MICROCOMPUTER IS NOT READILY AVAILABLE	1.73	1
APPROPRIATE SOFTWARE IS NOT AVAILABLE	2.48	2
OTHER FORMS OF INSTRUCTION ARE MORE EFFICIENT	3.33	4
LIMITED RESEARCH TO SUPPORT THE VALUE OF MICROCOMPUTERS	4.14	5
I LACK THE SKILLS TO USE A MICROCOMPUTER	2.97	3
NO RESPONSE ----------	4	

*RANK THE RESOURCES OR ASSISTANCE THAT MIGHT CAUSE YOU TO INCREASE YOUR USE OF MICROCOMPUTERS. (1 = MOST IMPORTANT; 5 = LEAST IMPORTANT)

	AVERAGE	RANK ORDER
GREATER AVAILABILITY OF MICROCOMPUTERS	1.68	1
ACCESS TO MORE SOFTWARE	2.51	2
MORE RESEARCH EVIDENCE DOCUMENTING VALUE OF MICROCOMPUTERS	4.66	5
MORE TRAINING IN THE USE OF MICROCOMPUTERS	2.66	3
ASSISTANCE FROM A COMPUTER SPECIALIST	3.21	4
NO RESPONSE----------4		

*IF YOU HAD OPPORTUNITIES TO RECEIVE TRAINING IN THE USE OF MICROCOMPUTERS, HOW WOULD YOU PREFER TO RECEIVE SUCH TRAINING? (RANK 1 TO 4; 1 = FIRST CHOICE; 4 = LAST CHOICE)

	AVERAGE	RANK ORDER
COLLEGE OR UNIVERSITY CLASS	3.32	4
WORKSHOP OFFERED BY THE DISTRICT OR SELPA	1.67	1
COURSES OFFERED THROUGH ADULT EDUCATION OR RECREATION	3.10	3
ONE-TO-ONE TRAINING FROM A CONSULTANT	1.78	2
NO RESPONSE----------3		

*WOULD YOU LIKE TO BE INVOLVED IN A PLANNING GROUP?

YES----------17 (35%)
NO----------25 (52%)
NO RESPONSE------- 6 (13%)

. *IF YES, WHICH GROUPS? (CHECK AS MANY AS APPLY)

GRANT WRITING----------8 (17%)
SOFTWARE SELECTION----------17 (35%)
PLANNING OR USE OF MICROCOM-
PUTERS IN SPECIAL ED SUMMER
SCHOOL---11 (23%)
SHARING OF EXPERIENCES AND
SOFTWARE BY LEVEL/HANDICAPP--- 7 (15%)
OTHER---------- 1 (2%)
NO RESPONSE----------27 (56%)

CONCLUSIONS

FOREMOST AMONG THE FINDINGS FROM THE RESPONSES OF 27 SPECIAL DAY CLASS TEACHERS AND 21 RESOURCE SPECIALISTS WAS THE VALUE PLACED UPON THE USE OF MICROCOMPUTERS WITH SPECIAL EDUCATION STUDENTS. 86% FELT THAT THE USE OF THIS INSTUCTIONAL TOOL WAS ESSENTIAL OR OF MODERATE OR CONSIDERABLE VALUE. ONLY 8% INDICATED THAT MICROCOMPUTERS WERE CONSIDERED TO BE OF LIMITED VALUE. IT APPEARS THAT SPECIAL EDUCATORS IN THIS DISTRICT SEE THIS TOOL AS MOST VALUABLE WHEN USED FOR ACTUAL INSTRUCTION WITH STUDENTS; MORESO THAN AS A MANAGEMENT OR ASSESSMENT TOOL.

WHILE 63% OF THE TEACHERS REPORTED THAT THEIR STUDENTS HAVE ACCESS TO A MICROCOMPPUTER AT SCHOOL, ONLY 31% REPORTED THAT THEIR STUDENTS ACTUALLY USE THE COMPUTER, AND OF THOSE REPORTING THE AVERAGE NUMBER OF MINUTES PER WEEK EACH STUDENT USES THE COMPUTER, ONLY 4 TEACHERS REPORTED THAT FIGURE AT MORE THAN 10 MINUTES PER WEEK. IN FACT, ONLY 4 TEACHERS REPORTED THAT THEIR STUDENTS USED THE COMPUTER AS MUCH AS TWO TIMES A WEEK OR MORE. OBVIOUSLY, THERE IS A DISCREPANCY BETWEEN THE VALUE TEACHERS PLACE UPON THIS INSTRUCTIONAL TOOL AND THE EXTENT TO WHIC" IT IS USED AS A TECHING AID.

APPARENTLY, THE PRIMARY REASONS FOR THIS LIMITED USE ARE THE LACK OF HARDWARE AND SOFTWARE FOLLOWED BY A NEED FOR MORE TEACHER INSERVICE TRAINING IN THE USE OF MICROCOMPUTERS. WHILE 63% OF THE TEACHES REPORT THAT THEIR STUDENTS HAVE ACCESS, IN MOST CASES THIS ACCESS IS BASED UPON ONE OR TWO MICROCOMPUTERS SERVING AN ENTIRE ELEMENTARY SCHOOL, OR IS LIMITED TO ENROLLMENT IN COMPUTER COURSES AT THE SECONDARY LEVEL. AVAILABILITY OF RESEARCH TO SUPPORT THE EFFECTIVENESS OF COMPUTER ASSISTED INSTRUCTION WITH HANDICAPPED LEARNERS APPEARS NOT TO BE A MAJOR INHIBITING FACTOR. THE VOLUME OF DOCUMENTATION ADDRESSING THIS ISSUE IS EVIDENTLY SUFFICIENT.

AS FOR INSERVICE TRAINING, THESE TEACHERS PREFER WORKSHOPS OR ONE-TO-ONE ASSISTANCE FROM A CONSULTANT IN PREFERENCE TO COLLEGE OR UNIVERSITY CLASSES. IT IS OF INTEREST TO NOTE THAT ALL BUT 10 OF THE 48 TEACHERS RETURNING THE SURVEY HAVE HAD SOME EXPERIENCE OF AN INSTRUCTIONAL NATURE RANGING BEING 'SELF-TAUGHT' TO A SEQUENCE OF COURSES. 52% HAVE HAD A WORKSHOP OR SHORT COURSE. IT IS ALSO OF INTEREST TO NOTE THAT ONE-THIRD OF THESE TEACHERS EITHER OWN OR HAVE ACCESS TO A MICROCOMPUTER OUTSIDE OF SCHOOL. HOWEVER, OF THESE 16 TEACHERS, ONLY 9 ACTUALLY USE THE MICROCOMPUTER OUTSIDE OF SCHOOL MORE THAN ONCE A MONTH.

RECOMMENDATIONS

IT IS RECOMMENDED THAT THE INSTRUCTIONAL REQUIREMENTS OF THE MORE THAN 1100 INDIVIDUALS WITH EXCEPTIONAL NEEDS BE CONSIDERED IN THE IMPLEMENTATION OF THE DISTRICT'S MASTER PLAN FOR COMPUTER LITERACY AND COMPUTER UTILIZATION. THE WORKING PAPER DATED JULY 6, 1983* ADDRESSES SOME OF THE FACTORS TO BE CONSIDERED. RESULTS OF THIS SURVEY TEND TO REINFORCE THE IMPORTANCE OF

ACTIVITIES DESCRIBED IN SEVERAL AREAS OF THE WORKING PAPER, ESPECIALLY AREA 5.0 "SOFTWARE-HARDWARD ACQUISITION" AND AREA 6.0 "STAFF DEVELOPMENT".

MICROCOMPUTER TECHNOLOGY IS CURRENTLY AT THE STAGE OF DEVELOPMENT WHERE IT CAN SIGNIFICANTLY ENHANCE THE LEARNING ENVIRONMENT FOR EXCEPTIONAL INDIVIDUALS. PLANNING IN THE AREAS OF CURRICULUM DEVELOPMENT, PERSONNEL DEVELOPMENT, AND BUDGETING AND MANAGEMENT SHOULD PROVIDE FOR AN INCREASE IN THE UTILIZATION OF THIS RESOURCE

NOTE: "PLANNING FOR THE USE OF COMPUTERS WITH SPECIAL EDUCATION STUDENTS IN SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT---A WORKING PAPER", JULY 6, 1983.

USE OF MICROCOMPUTERS IN SPECIAL EDUCATION:

A SURVEY OF SPECIAL EDUCATION TEACHERS

The purpose of this survey is to ascertain factors in the use of microcomputers in Special Education programs. These factors include the perceived value; the extent and type of use; experience in using and reasons for not using microcomputers; and resources necessary to increase their use. The number in the upper right hand corner is for the purpose of determining the return rate by program and level, but your response will remain anonymous.

Your return of this form is greatly appreciated!

Wayne D. Lance, Coordinator
Special Education

TEACHING ASSIGNMENT

1. Level (check one): __Preschool; __Primary; __Upper Elem; __Inter; __High School

2. Program (check one): __SDC/CH; __SDC/LH; __SDC/SH; __RSP

TEACHER'S EXPERIENCE WITH MICROCOMPUTERS

3a. Do you own or have access to a microcomputer outside of school? (check one) __Yes; __No

3b. How often do you use it? (check one) __hardly ever; __twice a month; __3 to 7 times a month; __2 to 4 times a week; __daily.

3c. How do you use it? (check all that apply) __writing programs; __record keeping; __games; __educational purposes; __other.

4. How much training have you had in the use of microcomputers? (check all that apply) __self taught; __assistance from a friend/family member; __short course or workshop; __one semester course; __a sequence of courses.

USE OF MICROCOMPUTERS IN THE CLASSROOM

5a. Do your pupils have access to a microcomputer at your school? (check one) __Yes; __No

5b. If yes, do they actually use the computer? (check one) __Yes; __No

5c. On the average, how often does each student use the microcomputer? (check one) __hardly ever; __twice a month; __3 to 7 times a month; __2 to 4 times a week; __daily.

5d. What is the average number of minutes per week the microcomputer is used by each student? (check one) __0; __1 to 10; __11 to 20; __21 to 30; __over 30.

5e. Rank the ways in which your students use microcomputers: (1 = highest; 6 = lowest use) -

_____ Direct instruction to meet IEP objectives
_____ As a reward for good work and/or behavior
_____ Drill
_____ Learning programming skills
_____ Becoming familiar with computers
_____ Learning to use a keyboard

6a. Do you personally use a microcomputer to manage your instructional program? (check one) __Yes; __No

6b. How do you use it? (check all that apply) __to write IEPs; __maintain pupil records and data; __assessment and diagnosis.

--- over ---

PERCEIVED VALUE OF MICROCOMPUTERS WITH SPECIAL STUDENTS

7. *Check the statement that best describes your opinion as to the value of using microcomputers with Special Education students. (check one) __no value; __limited value; __moderate value; __considerable value; __essential*

8. *Rank the value you see for potential users of microcomputers in Special Education. (1 = highest value; 8 = lowest value) -*

____ *Management of instruction*
____ *IEP writing*
____ *Instructional games*
____ *Direct instruction*
____ *Vocational training*
____ *As a reward for performance/behavior*
____ *Teaching programming skills*
____ *Assessment and diagnosis*

UTILIZATION

9. *Rank the reasons you do not use microcomputers more than you do. (1 = most important reason; 5 = least important reason) -*

____ *Microcomputer is not readily available*
____ *Appropriate software is not available*
____ *Other forms of instruction are more efficient*
____ *Limited research to support the value of microcomputers*
____ *I lack the skills to use a microcomputer*

10. *Rank the resources or assistance that might cause you to increase your use of microcomputers. (1 = most important; 5 = least important) -*

____ *Greater availability of microcomputer*
____ *Access to more software*
____ *More research evidence documenting value of microcomputers*
____ *More training in the use of microcomputers*
____ *Assistance from a computer specialist*

11. *If you had opportunities to receive training in the use of microcomputers, how would you prefer to receive such training? (Rank 1 to 4; 1 = first choice; 4 = last choice)*

____ *College or university classes*
____ *Workshops offered by the District or SELPA*
____ *Courses offered through Adult Education or Recreation*
____ *One-to-one training from a consultant*

12a. *Would you like to be involved in a planning group? ____Yes ____No*
12b. *If yes, which groups (check as many as apply):*

____ *Grant writing*
____ *Software selection*
____ *Planning for use of microcomputers in Special Ed Summer School*
____ *Sharing of experiences and software by level/handicap*
____ *Other (specify)* _____

13. *Comments:* _____

PLEASE RETURN IN THE ENVELOPE PROVIDED TO:
Dr. Wayne D. Lance, Coordinator, Special Education
Pupil Services, District Office